



Werrington Primary School

Inspection Report

Unique Reference Number 130930
Local Authority PETERBOROUGH CITY OF PETERBOROUGH
Inspection number 298463
Inspection date 20 September 2006
Reporting inspector Mrs. Linda Killman HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Amberley Slope
School category	Community		Werrington, Werrington
Age range of pupils	4-11		Peterborough, Cambridgeshire PE4 6QG
Gender of pupils	Mixed	Telephone number	01733571779
Number on roll (school)	418	Fax number	01733322925
Appropriate authority	The governing body	Chair	Mr.Derek Hill
		Headteacher	Mr. Ben Wilding
Date of previous school inspection	14 January 2003		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors over one day.

Description of the school

This is a larger than average primary school situated in an established area on the outskirts of Peterborough. Just under half of pupils live near to the school; the remainder travel in from surrounding areas. Most pupils are from a White British heritage and their attainment on entry is broadly average. Very few are eligible for free school meals. The number of pupils with learning difficulties and disabilities is average. The school has achieved the Investors in People standard, the Basic Skills Award, Artsmark Gold and the Achievement Award for 3 successive years. After a period of stability, some long serving staff have recently retired including the former headteacher. The new headteacher took up his post three weeks before the inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that delivers a good quality of education and care for its pupils. It is deservedly well regarded locally. The school sees itself in the same way and has good evidence to support this view. Continuous improvement and the personal well-being of its pupils lie at the heart of the school's aims. The school is an inclusive and orderly environment where care and respect for each other is the norm. The pupils are very happy and well behaved. Their personal development is good and their needs and abilities are appropriately catered for through an enriched curriculum and enjoyable activities that sustain their interest. This is evident in lessons where pupils are attentive, concentrate fully and as a result, achieve well. They also benefit from good teaching. Lessons have a clear structure, there is a good match of activities to suit the needs of all learners and teachers have high expectations for pupils to complete their work to a good standard. The school has very good systems for the induction of children to the Reception class in their first weeks of school so that they settle in quickly, confidently and ready to learn. The Foundation Stage Co-ordinator provides strong leadership and ensures that new children are accurately assessed to establish their starting point. This information is used effectively to carefully plan for their next steps in learning. Consequently, from broadly average attainment on entry, most children achieve at or above the expected levels for their age by the end of the year. The school ensures that pupils continue to make good progress as they move through the school. This is because their transition to the next year group is carefully prepared for in advance. In particular, pupils who have special learning difficulties and disabilities benefit and make excellent progress. In Year 6 the pupils' progress rises sharply. At this stage, the targets set for them are very challenging and they are fully aware of what they need to do to achieve them. Standards in Key Stage 2 are above average. However, the targets set for pupils lower down the school are not sufficiently challenging to secure higher standards and achievement later. The staff are systematic about collecting assessment information to track pupils' progress and identify underachievement. However, they are insufficiently rigorous in using the information to set consistently challenging targets across all the year groups. Leadership and management of the school are good and governance is satisfactory. The headteacher provides strong, dynamic leadership and with the support of senior management gives the school a clear direction that builds on the firm foundations set by his predecessor. The governors fully support the school and manage finances well to improve accommodation, staffing and resources. However, there is an imbalance in their strong support and the necessary challenge required to effectively determine the school's priorities for future improvement. Through effective monitoring procedures, the senior management and subject leaders have a good understanding of the school's strengths and weaknesses. Information is widely shared and managers at all levels contribute to planning for future improvement. The leadership and management have successfully planned a range of actions designed to further raise standards and promote the personal development and well-being of the pupils. The leadership and management provide the school with a good capacity to improve. Given the good provision and outcomes, the school gives good value for money.

What the school should do to improve further

- Focus more acutely on outcomes for learners in strategic planning and evaluation.
- Use assessment information more effectively to set individual, accurate targets for pupils.

Achievement and standards

Grade: 2

Overall, standards in the school are good and have remained so for several years. From the time they start in Reception the pupils make consistently good progress. In Key Stage 1 attainment is just above the national average in reading and writing. In mathematics in particular, more pupils achieve the higher level 3. Towards the end of Key Stage 2 the rate of progress accelerates and peaks. As a result, the number of Year 6 pupils achieving the higher level 5 in their national tests is almost double the national average in English, mathematics and science.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Their behaviour in classes and around school is impressive because they stay within the firm but reasonable boundaries set by the school. Pupils say that they always feel safe in the knowledge that an adult will listen to them if they feel anxious and that their problems will be sorted out. The School Council also provides an additional 'voice' for pupils to put forward their views. The school takes racial equality seriously and the few incidents that occur are recorded and dealt with promptly. Cultural development is good with regular opportunities provided for pupils to deepen their understanding of major faiths and cultures other than their own. Good relationships exist at all levels and effectively contribute to the pupils' enjoyment at school. A wide range of clubs run during and beyond school hours caters for everyone and take up is high. Very good facilities for exercise in the playgrounds contribute to pupils' health and well-being. The clean and well maintained accommodation as well as regular risk assessment promotes pupils' safety effectively. The pupils acquire good basic skills in literacy, numeracy and information and communication technology. This, in addition to the opportunities the school provides for them to take on responsible jobs and be involved in local events prepares them well for future life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Lessons are well structured and purposeful. Learning is carefully planned and pupils generally work hard. Teaching assistants supporting

pupils who have learning difficulties and disabilities do so skilfully and unobtrusively so that they make excellent progress. Pupils' work is very well presented and the quality of handwriting is good because of the pride they take in their written work.

Curriculum and other activities

Grade: 2

The curriculum is good overall. In the Foundation Stage, a wide variety of interesting and engaging activities ensure that young children experience all that they should. There is the right balance between well planned purposeful activities led by staff and those that children choose for themselves. Rightly so, there is no distinction between work and play. The provision is good both indoor and out and skilfully builds on what the children know and can do. Throughout the school there is good provision for literacy, numeracy and information and communication technology enabling pupils to develop their basic skills well in these subjects. Teachers use interactive whiteboards effectively to capture the interest of learners and increase their understanding. These are not yet installed in every classroom but the school has plans to do so that all teachers and learners can benefit. Visits, visitors, clubs and themed weeks such as Arts Week add variety, novelty and enjoyment for learners. Pupils with learning difficulties and disabilities as well as gifted and talented pupils are identified early and additional support provided if appropriate to boost their progress.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Annual training and re-training for staff in child protection is in place. Older pupils capably support younger ones for example in reading. In their learning, good guidance is provided verbally for pupils during lessons. In conversation pupils confirmed that 'You can always tell your teacher if you haven't understood and they will make time to help you.' Marking of written work clearly tells pupils if they have achieved all that they should but it does not provide sufficient guidance in how the work can be improved. Many parents wrote complimentary remarks in the questionnaire showing appreciation for the good level of support and care their children have receive from the school.

Leadership and management

Grade: 2

The headteacher provides very strong leadership. He is able to articulate his clear vision for the school and provides the school with a clear direction. As a result, the school delivers good standards. Good progress has been made since the previous inspection on introducing manageable systems for tracking pupils' progress. Senior leaders support staff and pupils well by contributing to school improvement planning. However, the senior team are insufficiently focused on measuring the effect that any changes they make has on pupils learning and using this information to determine the school's priorities. Subject leadership is good. Extensive subject knowledge and effective

monitoring activities ensure that subject leaders know exactly where strengths and weaknesses lie in their subjects. However, they are less effective in looking at the causes of those strengths and weaknesses. Governance is satisfactory. The governing body conscientiously carries out its statutory duties and provides valuable support to the school. Its tight grip on finances ensures that money is spent promptly and effectively.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

22 September 2006 Dear Pupils Werrington Primary School, Amberley Slope, Werrington, Peterborough, Cambridgeshire PE4 6QG Thank you for the warm welcome you gave when I visited your school recently. I had a great day. Many of you told me how much you enjoy school and why. I also watched some lessons and spoke to your teachers. Now I would like to let you know what I liked about your school and how it could get even better. - You made me very welcome and I was impressed with your good manners and politeness - You thoroughly enjoy coming to school because you really like your teachers. One of you told me that they always make time to help you if you are struggling with your work - There are many exciting things to look forward to such as visits, visitors and clubs. You even look forward to your homework because of the variety you are given - You all get on well together and behave well - You are good learners and work hard - Every year that you are at the school, you make good progress because you are taught well and prepared in advance for what lies ahead. All of the adults work hard to make sure that you do the best that you can. What I have asked the school to do now to make it even better is to: - Check that your targets are challenging enough for you - Find out if new ways of working are actually improving your learning. You can help your school to improve by continuing to work as hard as you can to reach your targets. The school will make sure that you know how to reach them. I wish you all the very best for the future. Yours sincerely
Linda Killman HMI